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ABSTRACT

Evaluative criteria providing subjective and objective responses has been established for the planning, organization, implementation and/or evaluation of a middle school by experts in the middle school concept. Students, parents, staff, and administration should be involved in the evaluation of the middle school's philosophy. By rating statements on a 0-4 scale, this guide leads an evaluator through assessment of the middle school's objectives, administration, curriculum, activity programs or interest groups, and instructional areas. In addition, the guidance program, media center and school-community relations are given considerations, with the underlying theme that the middle school should not be a watered-down high school. The needs of the pre- to early adolescent are quite separate from the high school student, and opportunity is given to assess a middle school's approach to these in school plant and school staff sectors. The criteria evaluative program does not suppose that the middle school could, or should, replace the junior high school everywhere. Rather, that it should serve as a phase between the paternalism of the neighborhood elementary school and the departmentalized senior high environment. (CE)

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EVALUATIVE CRITERIA FOR A MIDDLE SCHOOL

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EVALUATIVE CRITERIA
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William W. Powell
Louis G. Romano

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Preface

Feelings play an extremely important part in the lives of most people. They (people) have feelings (emotions) about buying a home, getting married, securing a job, taking an airplane trip, sporting events, and life in general.

Educators, throughout the history of education, have depended greatly on their feeling to support different programs, educational concepts and student behaviors. Many of these feelings have been nothing more than "gut-level" reactions to a situation or happening. Experience, understanding the students, and knowing how to relate with the students has given educators a "feeling" of support for their subjective viewpoints.

This type of reaction will only provide a certain degree of strength for supporting the middle school concept. We need more than just emotions! We need well-written, documented evidence that our middle schools are serving the early adolescent more effectively than past educational efforts. We need this evidence to illustrate that we are actually doing what we say we are.

This evaluative criterion instrument is the compilation of two years of extensive research. The comprehensive material within this instrument will give school districts the directions to provide necessary documentation. According to the results from the school districts which have utilized this evaluative criterion instrument, it has provided the guidelines and feedback essential for improvement, verification, and direction needed to help meet the needs of the pre-and early adolescent.

Although the process is simple and straight forward, the outcomes--rather involved and complex. The real key will be the commitment which is demonstrated by the individual people involved in the evaluative process. We wish you well!!

Sections

SECTIONS	ITEMS	PAGE
A. Philosophy	(21)	10
B. Objectives	(16)	17
C. Administration	(27)	23
D. Curriculum	(26)	30
E. Exploratory	(27)	37
F. Guidance Program	(30)	44
G. Media Center	(45)	52
H. School-Community	(20)	63
I. School Plant	(28)	69
J. School Staff	(27)	76
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Introduction

This middle school evaluative criterion instrument is the outcome of two years of extensive research, evaluation and testing of middle school ideals, concepts, and beliefs. The need for such an instrument is rather obvious to most educators. After more than a decade of middle school education, many middle schools are still struggling with identity, direction for their programs, and the lack of implementation of middle school concepts.

According to most educators the middle school is an alternative to the traditional junior high. It is essentially just what the name suggests-- an intermediate school, a school in-between two other schools. The middle school presents a concentrated effort to match programs to the needs and potentials of children from 10-14 years of age. The middle school as a rather new and distinctive institution construes the acceptable pattern as grades 6 (or 5) through 8. It is a separate school with separate problems and separate programs and should not be a watered-down high school.

Middle School as used in this evaluative instrument designates a school in-between elementary and high school, hopefully, in a building designed for its purpose, and covering at least three of the middle school years, beginning with grade 6 (or 5). Through its physical layout and instructional program, the middle school attempts to meet the needs of between-age youngsters and to use--or at least anticipate--a variety of instructional innovations and groupings. If the middle school is kept flexible in program as well as in physical design, it can serve as a true expansion link in the school system.

It is unrealistic to suppose that this new kind of school will, or even should, replace the junior high school everywhere. There is, after all, a

mass of factors that determine school organization in any given community--from economics to law to politics to real estate. Many school systems, for one reason or another, cannot restructure their organization of grades. Other systems with inadequate funds and compound social problems, may achieve reorganization, but without the full implementation of characteristics that identify the middle school.

There is no intention of suggesting that the new middle school is the only route to better education for early adolescent children. We are not suggesting, however, that these schools continue to be "small" high schools. If schools serving this age child meet the needs of students at the present moment there is no need for a "transition" to high school. For systems where traditional organization seems likely to prevail indefinitely, middle schools may provide working examples of physical and instructional innovations that could improve any sort of intermediate school, however organized.

The middle school should exist as a school in its own right, free to serve as an educational laboratory for the early adolescent. It should serve as a phase between the paternalism of the neighborhood elementary school and the varied, departmentalized environment of the senior high school.

Perhaps the strongest case to be made for this emergent middle school is the possible freedom for innovation found in a new organization free from the traditional patterns of elementary school self-containment and secondary school departmentalization.

Purpose of the Instrument

The purpose of this instrument is to provide a set of criteria to use in planning, organizing, implementing and/or evaluating a middle school. Much has been written during the past ten years, expressing different ideas, ideals, views, and attitudes concerning what a middle school is and how it should be implemented. There are, also, at the present time, a few guides to use in evaluating a junior high school or a junior high/middle school. According to the literature there are major differences between the junior high school and the middle school. It would seem, then, educationally unsound to use the same guidelines to evaluate both the junior high school and middle school when the majority of middle school educators agree that there are major differences. Therefore, a need for guidelines to be developed for educators to use in evaluating a middle school is paramount. This, then, is the basic reason for providing these guidelines specifically for the middle school.

The evaluative criteria developed in this instrument is designed to guide any school district in evaluating a middle school. This instrument will describe:

A. Philosophy
B. Objectives
C. Administration
D. Curriculum
E. Exploratory
F. Guidance Program
G. Media Center
H. School-Community
I. School Plant
J. School Staff
K. Instructional Areas

Establishing the Criteria

As each section of evaluative criteria was completed it was sent to five experts in the middle school concept. All of the criteria was verified by Dr. Thomas Gatewood, Central Michigan University, Mount Pleasant, Michigan; Dr. Nicholas P. Georgiady, Miami University, Oxford, Ohio; Dr. Glen K. Gerard, Principal, Kinawa Middle School, Okemos, Michigan; Dr. George Mills, University of Michigan, Ann Arbor, Michigan; and Dr. Jack D. Riegle, Ball State University, Muncie, Indiana.

They accepted, rejected, and/or modified the statements and then returned them for modification. Each statement was analyzed on its own merits and if 80 percent or more of the experts agreed--then it was incorporated into the final evaluative criteria instrument. After all the materials for each section were returned and analyzed, the accepted and modified statements were used to establish the evaluative criteria for a middle school. The necessity of using a panel of experts was to verify the statements that were incorporated into the evaluative criterion instrument for a middle school.

The particular format for scoring was developed after an examination of several different instruments. This particular format provided for both subjective and objective responses.

Process

I. The superintendent of the school district should appoint a chairperson from within the school district to administer the evaluative criterion instrument.

II. The chairperson should appoint five people to serve on the steering committee for the administration of the evaluative criterion instrument.

III. The steering committee, under the direction of the chairperson, will appoint a sub-committee for each of the sections listed in the evaluative criterion instrument.

IV. Chairperson:*

The chairperson will appoint the members of the steering committee. It is recommended that three of the steering committee members be staff personnel from the middle school being evaluated. One member should be from the school district-at-large. The chairperson will conduct the administration of the evaluative criterion instrument and be responsible for reporting to the superintendent of schools.

V. Steering Committee:

The steering committee will appoint the coordinator and members for each particular section.

The steering committee will coordinate the final report of the instrument.

Any problems or conflicts encountered by the sub-committees should be received by the steering committee as a whole.

*From this point on the chairperson will be considered part of the steering committee.

VI. Sub-Committees:

Each sub-committee will have a coordinator for its particular section. The coordinator will be appointed by the steering committee. Each sub-committee will be responsible for administering its own particular section. This will include the gathering of information, tabulating the information, reporting the information to the steering committee and turning in a typed report for inclusion into the final report.

VII. Suggestions:

1. A time table should be established by the steering committee, with the cooperation of the superintendent, for completion of the evaluative criterion instrument.
2. Appendices for the sub-committees will be provided by the school district. The steering committee will be responsible for delivering the appendices to the sub-committees.
3. Participants in the evaluation process should include district-wide personnel, community people, students from the middle school being evaluated, school personnel from the middle school being evaluated (includes administration, counselors, etc.,) and parents.
4. The suggestions for involvement included in the introduction of each section are arbitrary. The steering committee may use its own discretion in appointing participants.

SCORING THE CRITERIA

I. HOW TO MARK

A. Evaluation should be made on the basis of how extensively each criterion is found to be in operation. Parenthetical items are suggestions, not limitations, for evaluation and comments.

B. Evaluate by placing a check ✓ on the line beside the number that is most applicable, using the following standards:

(0) if the provision does not APPLY.

(1) if the provision or condition is MISSING but is recognized as being NEEDED.

(2) if the provision or condition is LIMITED in extent.

(3) if the provision or condition is in evidence to an APPRECIABLE extent.

(4) if the provision or condition is EXTENSIVELY in evidence.

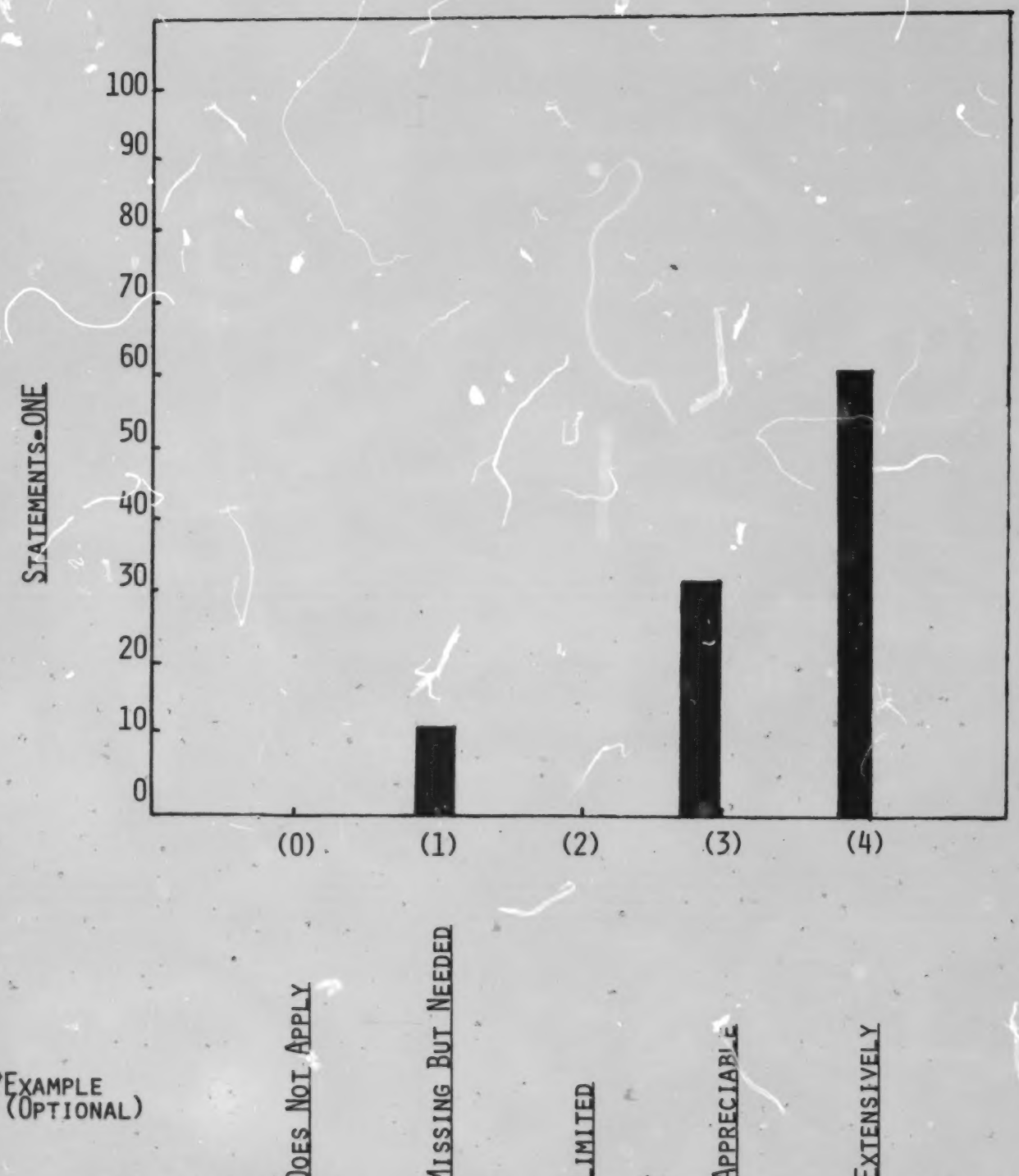
C. For those items marked (0) state under COMMENTS why items do not apply.

D. For those items marked (1) or (2) indicate under COMMENTS observed areas of weakness.

E. For those items marked (3) or (4) indicate under COMMENTS specific evidence of implementation of the criteria.

PROFILE FOR SCORING

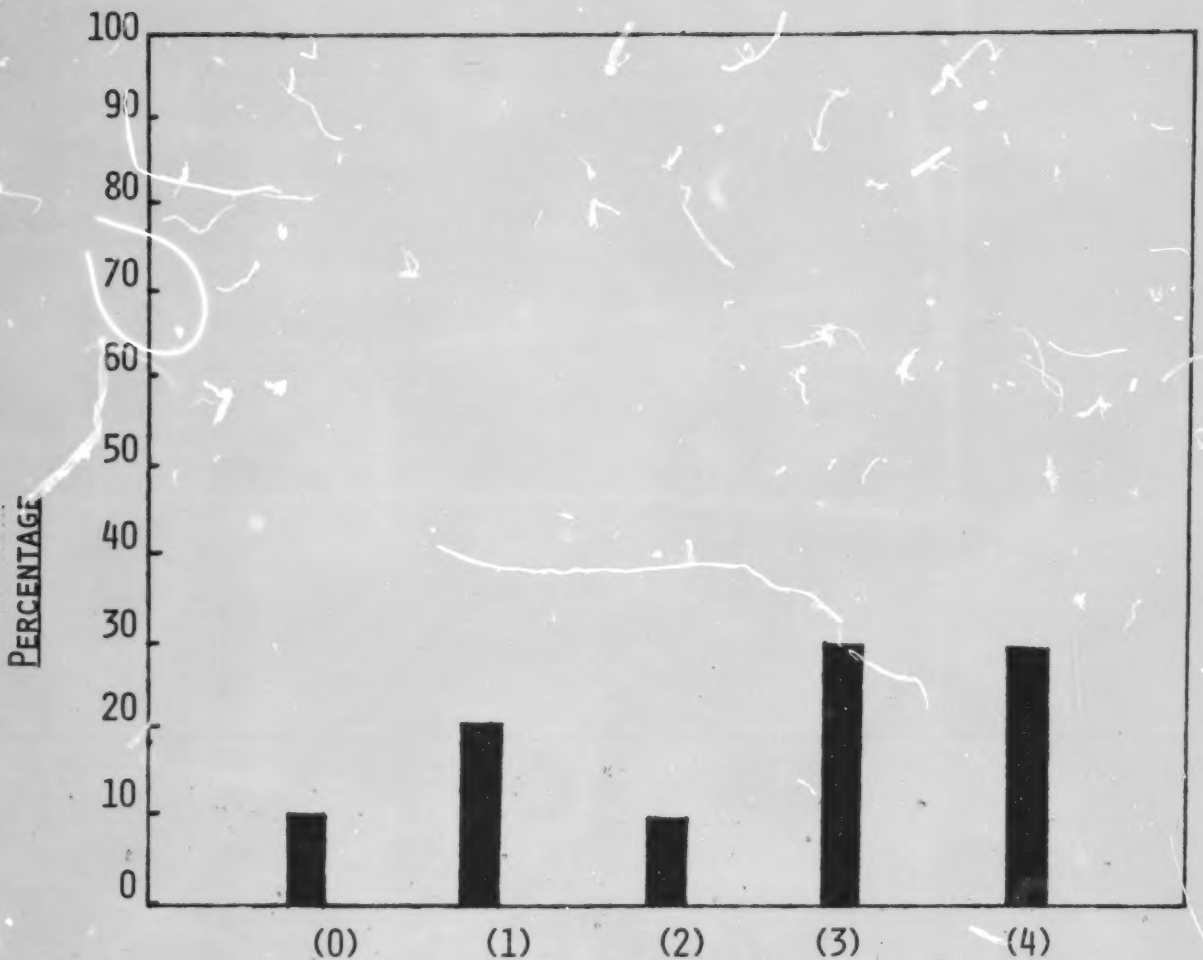
*PHILOSOPHY



*EXAMPLE (OPTIONAL)

PROFILE FOR SCORING

*PHILOSOPHY



*EXAMPLE
(OPTIONAL)

PHILOSOPHY

PHILOSOPHY
(21 Items)

Each school district which has a middle school, or which plans to initiate one, should develop its own philosophy. This will provide the format and direction under which the district's middle school plans to operate. The philosophical statements in this instrument should provide guidelines needed for each school district to develop its own. "Philosophy" in this section refers only to the middle school concepts and should be considered open-ended. Students, parents, staff and the administration should be involved in the evaluation of the middle school's philosophy. Comments need not be limited to the space provided.

EVALUATIVE CRITERIA

PHILOSOPHY	COMMENTS
1. A school for the middle school years should have a separate identity as an institution, include at least three age-or-grade-levels, not exceeding eighth grade, and embrace the years during which the vast majority of students reach puberty. (0)__ (1)__ (2)__ (3)__ (4)__	
2. The plant, equipment, and supplies for the educational program of the middle school years must be adequate for the task, and be designed in terms of the special characteristics and needs of early adolescents. (0)__ (1)__ (2)__ (3)__ (4)__	
3. The middle school should be staffed with dedicated and highly qualified men and women especially selected for their interest in this age group and trained for work with early adolescents. (0)__ (1)__ (2)__ (3)__ (4)__	
4. Scheduling and administrative routines should be adaptable and flexible. (0)__ (1)__ (2)__ (3)__ (4)__	

EVALUATIVE CRITERIA

PHILOSOPHY	COMMENTS
5. Students should have opportunities to develop the understandings, skills, and attitudes necessary to come to grips with their daily social realities of the times. (0)__ (1)__ (2)__ (3)__ (4)__	
6. Students should receive help in meeting their personal-social needs. (0)__ (1)__ (2)__ (3)__ (4)__	
7. Students at all levels should participate in a program that deals with significant centers of experience or problem areas. Block-time scheduling and interdisciplinary team teaching represent major steps toward this goal. (0)__ (1)__ (2)__ (3)__ (4)__	
8. Students should grow in ability to use the language arts through abundant opportunities to read, write, speak and listen. (0)__ (1)__ (2)__ (3)__ (4)__	
9. Students should acquire the social understandings, competencies, and attitudes essential for democratic citizenship. (0)__ (1)__ (2)__ (3)__ (4)__	

EVALUATIVE CRITERIA

	PHILOSOPHY	COMMENTS
10. Students should acquire the mathematical understandings and competencies essential for intelligent citizenship. (0)__ (1)__ (2)__ (3)__ (4)__		
11. Students should acquire a basic understanding of the natural world and of modern scientific technology as it affects his life. (0)__ (1)__ (2)__ (3)__ (4)__		
12. Students should have many experiences with arts and crafts, literature, homemaking, industrial arts, and music. (0)__ (1)__ (2)__ (3)__ (4)__		
13. Students should participate in a comprehensive health and physical education program. (0)__ (1)__ (2)__ (3)__ (4)__		
14. Students should have access to a variety of exploratory activities that are appropriate to the needs and interests of young adolescents. (0)__ (1)__ (2)__ (3)__ (4)__		
15. All students should have access to a rich variety of co-curricular activities. (0)__ (1)__ (2)__ (3)__ (4)__		

EVALUATIVE CRITERIA

PHILOSOPHY	COMMENTS
16. A full range of guidance services should be available to every student. (0)__ (1)__ (2)__ (3)__ (4)__	
17. Individual abilities, needs, and achievement should be determined by a carefully planned and coordinated program of testing and evaluation. (0)__ (1)__ (2)__ (3)__ (4)__	
18. Students should have access to remedial help in the basic skills. (0)__ (1)__ (2)__ (3)__ (4)__	
19. Students should be taught through a wide variety of teaching methods and instructional materials. (0)__ (1)__ (2)__ (3)__ (4)__	
20. Assignment of students to class sections should be based on careful consideration of all pertinent factors but still should primarily stress heterogeneous grouping. (0)__ (1)__ (2)__ (3)__ (4)__	
21. Every student should progress continuously through school. Flexible scheduling and nongraded programs are valuable means to this end. (0)__ (1)__ (2)__ (3)__ (4)__	

EVALUATIVE CRITERIA

PHILOSOPHY COMMENTS

(0)__ (1)__ (2)__ (3)__ (4)__

(0)__ (1)__ (2)__ (3)__ (4)__

(0)__ (1)__ (2)__ (3)__ (4)__

OBJECTIVES

OBJECTIVES
(16 Items)

After a school district has developed its philosophy for a middle school, specific objectives should be written for direction, guidance, and clarification. The objective statements in this instrument should provide the guidelines needed for each school district to develop its own. "Objectives" in this section refer only to the middle school concepts and should be considered open-ended. Students, teachers, parents and the administration should be involved in the evaluation of the middle school's objectives. Comments need not be limited to the space provided.

EVALUATIVE CRITERIA

OBJECTIVES	COMMENTS
1. An effective middle school has a cooperatively developed, agreed upon written statement of the major functions for the school. (0)__ (1)__ (2)__ (3)__ (4)__	
2. An effective middle school has a systematic plan for regular, continuous program of in-service study and in-service training in the middle school organizational and program arrangements for all professional personnel. (0)__ (1)__ (2)__ (3)__ (4)__	
3. An effective middle school has an identifiable independent study program available for all middle school students. (0)__ (1)__ (2)__ (3)__ (4)__	
4. An effective middle school has a systematic plan for studying significant research related to early adolescence and for applying it to the improvement of the school program. (0)__ (1)__ (2)__ (3)__ (4)__	
5. An effective middle school has a planned program of intramural activities for both boys and girls. (0)__ (1)__ (2)__ (3)__ (4)__	

EVALUATIVE CRITERIA

OBJECTIVES	COMMENTS
6. An effective middle school has an exploratory studies program designed especially for the middle school students. (0)__ (1)__ (2)__ (3)__ (4)__	
7. An effective middle school provides a secure home base arrangement for each student. (0)__ (1)__ (2)__ (3)__ (4)__	
8. An effective middle school has a systematic plan for recognizing, evaluating, and reporting on student progress toward all significant middle school goals in a positive manner. (0)__ (1)__ (2)__ (3)__ (4)__	
9. An effective middle school has a systematic plan for communicating its purposes and procedures to all interested publics and for involving input from its publics in such planning. (0)__ (1)__ (2)__ (3)__ (4)__	
10. The middle school takes into consideration the general goals of the local school system in its planning. (0)__ (1)__ (2)__ (3)__ (4)__	

EVALUATIVE CRITERIA

OBJECTIVES	COMMENTS
11. The middle school considers the characteristics of the students' total educational environment, school and non-school in its planning. (0)__ (1)__ (2)__ (3)__ (4)__	
12. The middle school personnel reorganizes and utilizes accepted learning theories. (0)__ (1)__ (2)__ (3)__ (4)__	
13. The middle school personnel demonstrates a respect for individual differences among students and teachers and plans ways for providing for these differences. (0)__ (1)__ (2)__ (3)__ (4)__	
14. The middle school personnel accept the obligation to promote intellectual development. (0)__ (1)__ (2)__ (3)__ (4)__	
15. The middle school personnel accept the obligation to provide citizenship experiences necessary to function in a free American society. (0)__ (1)__ (2)__ (3)__ (4)__	

EVALUATIVE CRITERIA

OBJECTIVES	COMMENTS
16. The middle school personnel consider the rapid physical, mental, emotional, and social maturation of the students in their planning. (0)__ (1)__ (2)__ (3)__ (4)__	
(0)__ (1)__ (2)__ (3)__ (4)__	
(0)__ (1)__ (2)__ (3)__ (4)__	
(0)__ (1)__ (2)__ (3)__ (4)__	

ADMINISTRATION

*ADMINISTRATION

(27 Items)

The administration will usually establish the climate and/or environment for each particular middle school. The leadership role of the administration will determine the extent of freedom, flexibility and innovative practices found in a middle school. This section will provide guidelines for the administration. Teachers, central office personnel and School Board members should be involved in the administration of the middle school. Comments need not be limited to the space provided.

*Refers to principal and assistant principals

EVALUATIVE CRITERIA

ADMINISTRATION	COMMENTS
1. The administrative staff of the school is organized and oriented to meet the needs of the middle school as expressed in the philosophy and objectives. (0)__ (1)__ (2)__ (3)__ (4)__	
2. The principal has the chief responsibility for the administration of the personnel and program within the building. (0)__ (1)__ (2)__ (3)__ (4)__	
3. The administrator has completed a course regarding the nature and needs of middle school students. (0)__ (1)__ (2)__ (3)__ (4)__	
4. The administrator has completed a course in personnel administration. (0)__ (1)__ (2)__ (3)__ (4)__	
5. The administrator has completed a course of study in school administration. (0)__ (1)__ (2)__ (3)__ (4)__	
6. The administrator is responsible for the maintenance of good working conditions for the professional staff. (0)__ (1)__ (2)__ (3)__ (4)__	

EVALUATIVE CRITERIA

ADMINISTRATION COMMENTS

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7. The administrator is responsible for the maintenance of a safe, healthy and attractive physical plant.

   (0)__ (1)__ (2)__ (3)__ (4)__

---

8. The administrator's conception of the middle school is identified in terms of its own characteristics rather than in terms of characteristics borrowed from elementary, junior high or senior high school.

   (0)__ (1)__ (2)__ (3)__ (4)__

---

9. The administrator accepts the responsibility for an adequate system of pupil data and accounting procedures.

   (0)__ (1)__ (2)__ (3)__ (4)__

---

10. The administrator is responsible for coordinating finances within the school in cooperation with the professional staff.

    (0)__ (1)__ (2)__ (3)__ (4)__

---

11. The administrator of the middle school has had teaching experience at the early and preadolescent level. (10-14 age level).

0 yrs. 1-3 yrs. 4-6 yrs. 7-9 yrs. 10+ yrs.

(0)__ (1)__ (2) __ (3)__ (4)__

EVALUATIVE CRITERIA

ADMINISTRATION COMMENTS

12. The administrator provides in-service improvement opportunities for teachers.

(0)__ (1)__ (2)__ (3)__(4)__

13. The administrator shares responsibility with teachers for developing the quality of teaching in the school.

(0)__ (1)__ (2)__ (3)__ (4)__

14. The administrator assists in the provision of the basic teaching materials needed.

(0)__ (1)__ (2)__ (3)__ (4)__

15. The administrator schedules teaching loads equitably.

(0)__ (1)__ (2)__ (3)__ (4)__

16. The administrators encourage a morale among the staff that challenge them to make a professional career of middle school teaching.

(0)__ (1)__ (2)__ (3)__ (4)__

17. The administrator discusses with the faculty ways of promoting, through school activities, the human worth and dignity of the individual.

(0)__ (1)__ (2)__ (3)__ (4)__

EVALUATIVE CRITERIA

ADMINISTRATION COMMENTS

18. The administrator participates actively in the recruitment, selection, and assignment of school staff.

(0)__ (1)__ (2)__ (3)__ (4)__

19. The administrator employs teachers who plan to make middle school education a career.

(0)__ (1)__ (2)__ (3)__ (4)__

20. The administrator develops orientation and in-service guidance programs to expedite the assimilation of new teachers.

(0)__ (1)__ (2)__ (3)__ (4)__

21. The administrator provides guidelines for faculty members to help them understand the varied behavior of students.

(0)__ (1)__ (2)__ (3)__ (4)__

22. The administrator guides faculty members in developing flexibility in attitudes toward change.

(0)__ (1)__ (2)__ (3)__ (4)__

23. The administrator guides faculty members in accepting behavior of colleagues which differs from their own.

(0)__ (1)__ (2)__ (3)__ (4)__

EVALUATIVE CRITERIA

ADMINISTRATION COMMENTS

24. The administrator participates in the total curriculum at the middle school level.

(0)__ (1)__ (2)__ (3)__ (4)__

25. The administrator interacts with colleges and universities to develop and/or improve middle school instruction and curricula.

(0)__ (1)__ (2)__ (3)__ (4)__

26. The administrator identifies organizations and individuals who will help maintain good school-community relations.

(0)__ (1)__ (2)__ (3)__ (4)__

27. The administrator communicates as the liaison person for the teachers and other school units with community agencies that have relationships with the school.

(0)__ (1)__ (2)__ (3)__ (4)__

(0)__ (1)__ (2)__ (3)__ (4)__

(0)__ (1)__ (2)__ (3)__ (4)__

CURRICULUM

CURRICULUM
(26 Items)

Curriculum is defined "as specific learning opportunities provided by the middle school for its students." This section suggests certain activities which are important for each subject area. All of the middle school's personnel should be involved in the evaluation of the curriculum. Comments need not be limited to the space provided.

EVALUATIVE CRITERIA

CURRICULUM	COMMENTS
1. The program of studies is based upon the philosophy, objectives, and functions of the middle school. (0)__ (1)__ (2)__ (3)__ (4)__	
2. The staff is so organized that each member has the opportunity to contribute maximally to the improvement of the instructional program. (0)__ (1)__ (2)__ (3)__ (4)__	
3. There is clear-cut evidence of administrative leadership which provides the kinds of services conducive to the development of an effective instructional program. (0)__ (1)__ (2)__ (3)__ (4)__	
4. Provision is made for periodic and continuous appraisal of the school's instructional program. (0)__ (1)__ (2)__ (3)__ (4)__	
5. The curriculum for the school in the middle must be designed with careful consideration of the growth characteristics of the early adolescent. (0)__ (1)__ (2)__ (3)__ (4)__	

EVALUATIVE CRITERIA

CURRICULUM	COMMENTS
6. The middle school's curriculum at the minimum provides for a basic education. (0)__ (1)__ (2)__ (3)__ (4)__	
7. The language arts learning program includes opportunities for reading, writing, speaking, and listening, and will be applied in all fields of study. (0)__ (1)__ (2)__ (3)__ (4)__	
8. The social studies learning program will be designed to develop democratic values and attitudes and will be relevant to students' needs, interests, and lives. (0)__ (1)__ (2)__ (3)__ (4)__	
9. The science learning program will provide opportunities for the early adolescent to acquire an understanding of the basic principles of modern science and of the world in which they live. (0)__ (1)__ (2)__ (3)__ (4)__	
10. The mathematics learning program will provide the early adolescent with basic competencies and understandings necessary for life in our society. (0)__ (1)__ (2)__ (3)__ (4)__	

EVALUATIVE CRITERIA

CURRICULUM COMMENTS

11. Individualized student programs are included in the program to permit the individual student to go as far beyond the basic competencies as he is able to do in any field.

(0)__ (1)__ (2)__ (3)__ (4)__

12. All students have an opportunity to participate in a program of widely ranging exploratory studies.

(0)__ (1)__ (2)__ (3)__ (4)__

13. All students in the middle school have an opportunity for a continuous program in health, physical education, and recreation.

(0)__ (1)__ (2)__ (3)__ (4)__

14. The middle school provides a program of special education.

(0)__ (1)__ (2)__ (3)__ (4)__

15. The middle school provides alternative programs so that all students will have an opportunity to meet their own individual needs.

(0)__ (1)__ (2)__ (3)__ (4)__

16. The middle school curriculum is flexible so that programs may be modified and expanded in accord with newer approaches to early adolescent education.

(0)__ (1)__ (2)__ (3)__ (4)__

EVALUATIVE CRITERIA

CURRICULUM	COMMENTS
17. The middle school provides many means for the students to see themselves as significant individuals in a larger world setting. (0)__ (1)__ (2)__ (3)__ (4)__	
18. The local community is an integral part of all planning for change. (0)__ (1)__ (2)__ (3)__ (4)__	
19. Planning for change is based on extensive and continuing local study. (0)__ (1)__ (2)__ (3)__ (4)__	
20. The curriculum reflects a recognition of the value of varying size of groups to be consistent with the nature of the instruction. (0)__ (1)__ (2)__ (3)__ (4)__	
21. The design of the curriculum recognizes the student activities program as an extension of the formal curriculum. (0)__ (1)__ (2)__ (3)__ (4)__	

EVALUATIVE CRITIERIA

CURRICULUM COMMENTS

22. The curriculum is influenced by follow-up studies of students who have gone from the school.

(0)__ (1)__ (2)__ (3)__ (4)__

23. The design of the curriculum is characterized by articulation: the sequence of learning experiences is free from gaps and unnecessary repetition.

(0)__ (1)__ (2)__ (3)__ (4)__

24. The curriculum provides for experimentation with new materials, procedures and programs.

(0)__ (1)__ (2)__ (3)__ (4)__

25. The middle school recognizes sex education as a phase of its curriculum.

(0)__ (1)__ (2)__ (3)__ (4)__

26. The middle school curriculum is constructed upon the concept of success motivation.

(0)__ (1)__ (2)__ (3)__ (4)__

(0)__ (1)__ (2)__ (3)__ (4)__

EXPLORATORY

44

EXPLORATORY
(27 Items)

Exploratory activities should be an integral part of any middle school. Though exploratory programs may come under different headings such as activity programs, interest groups, co-curricular activities, youth and programs of similar title, their purposes are the same -- to help enhance the general studies phase, the learning skills phase, and the personal development phase of the middle school student. Students, teachers and the administration should greatly be involved in the evaluation of the middle school exploratory program. Comments need not be limited to the space provided.

EVALUATIVE CRITERIA

EXPLORATORY COMMENTS

1. Student activities are considered as an integral part of the curriculum of the middle school.

   (0)__ (1)__ (2)__ (3)__ (4)__

2. The objectives of student activities grow out of the middle school's philosophy and objectives.

   (0)__ (1)__ (2)__ (3)__ (4)__

3. The activity programs are designed to meet the needs, interests, and abilities of all students.

   (0)__ (1)__ (2)__ (3)__ (4)__

4. The school provides guidance to the students in the choice of activities.

   (0)__ (1)__ (2)__ (3)__ (4)__

5. All regularly enrolled students are eligible to participate in student activities.

   (0)__ (1)__ (2)__ (3)__ (4)__

6. Recognition accorded to each activity bears a reasonable relationship to that activity's place in the total educational program.

   (0)__ (1)__ (2)__ (3)__ (4)__

EVALUATIVE CRITERIA

EXPLORATORY COMMENTS

7. Participation of students in activities is not limited by economic circumstance.

   (0)__ (1)__ (2)__ (3)__ (4)__

8. The school activity program is carefully and methodically coordinated with other educative and recreational agencies within the community.

   (0)__ (1)__ (2)__ (3)__ (4)__

9. The programs provide students with exploration experiences that have physical, social, intellectual, and emotional value, for both the present and the future.

   (0)__ (1)__ (2)__ (3)__ (4)__

10. The programs provide leisure-time and recreational experiences that will have both immediate and carry-over value.

    (0)__ (1)__ (2)__ (3)__ (4)__

11. The programs provide for individual, small-group, and entire student body participation.

    (0)__ (1)__ (2)__ (3)__ (4)__

EVALUATIVE CRITERIA

	EXPLORATORY	COMMENTS
12. The programs provide the opportunity for student participation in government as an important feature of the programs. (0)__ (1)__ (2)__ (3)__ (4)__		
13. The programs prohibit emphasis on contests and the exploitation of students for the benefit of school or community prestige. (0)__ (1)__ (2)__ (3)__ (4)__		
14. The programs are under the supervision of interested, competent, qualified sponsors. (0)__ (1)__ (2)__ (3)__ (4)__		
15. The programs are recognized by the faculty as worthwhile endeavors because they understand that it helps to fulfill needs in early adolescent growth and development. (0)__ (1)__ (2)__ (3)__ (4)__		
16. The middle school programs are under the sponsorship and direction of the school. (0)__ (1)__ (2)__ (3)__ (4)__		
17. The program offerings are determined by the interests of the students and the professional judgment of the staff. (0)__ (1)__ (2)__ (3)__ (4)__		

EVALUATIVE CRITERIA

	EXPLORATORY	COMMENTS
18. Human relations, family life, and the home are considered in the development of the program. (0)__ (1)__ (2)__ (3)__ (4)__		
19. Sponsors guide rather than dominate the programs. (0)__ (1)__ (2)__ (3)__ (4)__		
20. A faculty-student committee coordinates the student activity programs. (0)__ (1)__ (2)__ (3)__ (4)__		
21. Policies concerning relationships between class and extra-class activities are determined by the general faculty. (0)__ (1)__ (2)__ (3)__ (4)__		
22. A definite time is provided in the daily schedule for student participation in the programs. (0)__ (1)__ (2)__ (3)__ (4)__		
23. The activity programs provide social situations through which students may achieve self-realization and develop social competences. (0)__ (1)__ (2)__ (3)__ (4)__		

EVALUATIVE CRITIERIA

	EXPLORATORY	COMMENTS
24. The manner of handling activity funds conforms to the general school policy for handling monies. (0)__ (1)__ (2)__ (3)__ (4)__		
25. Assembly programs provide a balance between education and recreation. (0)__ (1)__ (2)__ (3)__ (4)__		
26. The assembly programs are coordinated by the faculty-student committee. (0)__ (1)__ (2)__ (3)__ (4)__		
27. The programs are continually evaluated by students, faculty, and administration. (0)__ (1)__ (2)__ (3)__ (4)__		
(0)__ (1)__ (2)__ (3)__ (4)__		

GUIDANCE PROGRAM

GUIDANCE PROGRAM
(30 Items)

This section stresses a critical area in the middle school-guidance. Every teacher in the middle school setting must accept guidance as an integral part of his/her responsibilities. It is imperative that the guidance counselors provide the direction needed by each teacher in accepting this commitment. All school personnel should be involved in the evaluation of the guidance pgoram. Comments need not be limited to the space provided.

EVALUATIVE CRITERIA

GUIDANCE PROGRAM	COMMENTS
1. The guidance staff works with the faculty to incorporate guidance into the total school program. (0)__ (1)__ (2)__ (3)__ (4)__	
2. Administrative, guidance, and instructional staff members have clearly defined and shared responsibilities in the guidance program. (0)__ (1)__ (2)__ (3)__ (4)__	
3. The guidance program provides for both individual and group counseling throughout the middle school years. (0)__ (1)__ (2)__ (3)__ (4)__	
4. The guidance program has available and utilizes CA 60's, teacher recommendations, parental concerns, testing results plus other relevant materials in working with each student. (0)__ (1)__ (2)__ (3)__ (4)__	
5. The guidance program is concerned with behavioral outcomes as they relate to the social adaptation of the student. (0)__ (1)__ (2)__ (3)__ (4)__	

EVALUATIVE CRITERIA

GUIDANCE PROGRAM | COMMENTS

6. Guidance services give evidence of understanding the emotional, pyschological, and intellectual development of the early adolescent by keeping cognizant of the current knowledge.

(0)__ (1)__ (2)__ (3)__ (4)__

7. The guidance program helps each individual make the most of his intellectual, physical, and social capacities through proper placement into courses, programs, and co-curricular activities.

(0)__ (1)__ (2)__ (3)__ (4)__

8. Guidance personnel develop a systematic plan for scheduling one or more counseling interviews each year with all students.

(0)__ (1)__ (2)__ (3)__ (4)__

9. Every effort is made to maintain and improve the position of the classroom teacher as an effective student counselor by meeting individually with each teacher at least once during the school year.

(0)__ (1)__ (2)__ (3)__ (4)__

10. Counselors and teachers are expected to consult with parents by developing a systematic form of communication.

(0)__ (1)__ (2)__ (3)__ (4)__

EVALUATIVE CRITERIA

GUIDANCE PROGRAM COMMENTS

11. Guidance services makes use of all school activities that contribute to the student's ability to make worthwhile adjustments.

(0)__ (1)__ (2)__ (3)__ (4)__

12. Guidance activities are planned to help each student understand himself as an individual and as a member of a group.

(0)__ (1)__ (2)__ (3)__ (4)__

13. The guidance program helps each student learn, at least to a minimum, about the world of work and those types of work most likely to be a satisfying career.

(0)__ (1)__ (2)__ (3)__ (4)__

14. The guidance program helps each student recognize what educational opportunities exist within the school system for his personal and social as well as vocational development.

(0)__ (1)__ (2)__ (3)__ (4)__

15. Provision is made for effective use of the services of counselors, school nurses, psychologists, psychometrists, psychiatrists and physicians by providing special information programs for all students.

(0)__ (1)__ (2)__ (3)__ (4)__

EVALUATIVE CRITERIA

GUIDANCE PROGRAM	COMMENTS
16. The guidance program helps each individual adjust to the demands of his environment by assisting the student to develop habits of self-reliance. (0)__ (1)__ (2)__ (3)__ (4)__	
17. The guidance service helps the student develop an understanding of the privileges and responsibilities of citizenship in the community through community visitations, lay speakers and media presentations. (0)__ (1)__ (2)__ (3)__ (4)__	
18. The guidance service helps the middle school staff to understand and provide for individual differences by providng case studies of students. (0)__ (1)__ (2)__ (3)__ (4)__	
19. The guidance personnel participates in the placement of handicapped students in diagnostic prescriptive programs within the school. (0)__ (1)__ (2)__ (3)__ (4)__	
20. The guidance service helps students to express their social tendencies in helpful services through proper placement into programs. (0)__ (1)__ (2)__ (3)__ (4)__	

EVALUATIVE CRITERIA

GUIDANCE PROGRAM	COMMENTS
21. The guidance service strives to acquaint students with the social, emotional, and economic problems they will face in the world outside of school. (0)__ (1)__ (2)__ (3)__ (4)__	
22. The guidance personnel regularly assess the needs of students who are or will be enrolled in the school, and to initiate means by which changing needs can be met. (0)__ (1)__ (2)__ (3)__ (4)__	
23. The guidance personnel continuously evaluate the degree to which the objectives of the guidance program are being met. (0)__ (1)__ (2)__ (3)__ (4)__	
24. Guidance service records are adequate, accurate, and up-to-date. (0)__ (1)__ (2)__ (3)__ (4)__	
25. Information gathering is limited to items that are germane to the guidance function. (0)__ (1)__ (2)__ (3)__ (4)__	

EVALUATIVE CRITERIA

GUIDANCE PROGRAM COMMENTS

26. Security measures are taken to protect the integrity of the individual student's record for authorized and professional use only.

(0)__ (1)__ (2)__ (3)__ (4)__

27. Adequate provision is made for the exchange of essential information among the instructional staff, students, parents, counselors, administrators, and community resources for authorized and professional use only.

(0)__ (1)__ (2)__ (3)__ (4)__

28. There is extensive sharing of records between the elementary school and the middle school and between the middle school and the senior high school for authorized and professional use only.

(0)__ (1)__ (2)__ (3)__ (4)__

29. The guidance department provides special assistance to students during their transition from one school to another by arranging for the placement of these students.

(0)__ (1)__ (2)__ (3)__ (4)__

30. The guidance department develops plans for the systematic follow-up of students as they move from one course to another or change curricula.

(0)__ (1)__ (2)__ (3)__ (4)__

MEDIA CENTER

MEDIA CENTER
(45 Items)

The media center is one of the most important areas of a middle school. The entire middle school, in fact, should revolve around the media center. This section is very thorough and should provide excellent direction for the middle school media center personnel. The administration, teacher, media center personnel, community people and students should be involved in the evaluation of the media center. Comments need not be limited to the space provided.

EVALUATIVE CRITERIA

MEDIA CENTER | COMMENTS

1. Academic and social needs of the learner are served by a rich collection of recommended print materials.

   (0)__ (1)__ (2)__ (3)__ (4)__

2. Print materials are systematically organized and accessible through a centralized card catalog.

   (0)__ (1)__ (2)__ (3)__ (4)__

3. Academic and social needs of the learner are served by a rich collection of recommended non-print materials.

   (0)__ (1)__ (2)__ (3)__ (4)__

4. Non-print materials are systematically organized and accessible through a centralized card catalog.

   (0)__ (1)__ (2)__ (3)__ (4)__

5. Students are actively involved in the selection of materials for acquisition by the media center.

   (0)__ (1)__ (2)__ (3)__ (4)__

6. An atmosphere (physical as well as mental) conducive to learning is evident in the media center.

   (0)__ (1)__ (2)__ (3)__ (4)__

EVALUATIVE CRITERIA

MEDIA CENTER — COMMENTS

7. Adequate learning facilities have been provided for according to identified instructional goals and learner needs.

   (0)__ (1)__ (2)__ (3)__ (4)__

8. Formal and informal instruction in the use of the media center and its resources is provided for individuals and groups.

   (0)__ (1)__ (2)__ (3)__ (4)__

9. Professional assistance is offered to students for the purpose of selecting, evaluating, and utilizing instructional resources appropriate to individual and academic needs.

   (0)__ (1)__ (2)__ (3)__ (4)__

10. Students are assisted in the development of competency in the listening, viewing and reading skills by the media staff.

    (0)__ (1)__ (2)__ (3)__ (4)__

11. Students are guided in the development of desirable reading, viewing, and listening attitudes and appreciations.

    (0)__ (1)__ (2)__ (3)__ (4)__

EVALUATIVE CRITERIA

MEDIA CENTER COMMENTS

12. A system for correlating student interest with available materials is successfully used to promote use of the media center.

(0)__ (1)__ (2)__ (3)__ (4)__

13. All resources of the media center and equipment are ciriculated to any student to use in the media center.

(0)__ (1)__ (2)__ (3)__ (4)__

14. All resources are circulated for use by students in areas in the building other than the media center.

(0)__ (1)__ (2)__ (3)__ (4)__

15. All resources are circulated for students' use outside the school building (including equipment) with reasonable safeguards.

(0)__ (1)__ (2)__ (3)__ (4)__

16. The services and resources provided in the media program are available at times other than the normal school day.

(0)__ (1)__ (2)__ (3)__ (4)__

EVALUATIVE CRITERIA

MEDIA CENTER	COMMENTS
17. Student schedules, as well as media center philosophy, permit flexible use of the media center. (That is, schedules are not limited to study periods and/or scheduled class group use.) (0)__ (1)__ (2)__ (3)__ (4)__	
18. Opportunities are provided for students to design and produce audiovisual and printed materials needed for classroom assignments. (0)__ (1)__ (2)__ (3)__ (4)__	
19. The media center staff identifies and designs services according to curricular needs through a continuous program of assessment of such needs. (0)__ (1)__ (2)__ (3)__ (4)__	
20. The media center staff identifies and designs services to meet varied teaching styles. (0)__ (1)__ (2)__ (3)__ (4)__	
21. Classroom teachers receive consultative services aimed at implementing curricular objectives by the use of media and media services. (0)__ (1)__ (2)__ (3)__ (4)__	

EVALUATIVE CRITERIA

MEDIA CENTER COMMENTS

22. A system is provided to acquaint faculty members with the resources in the media collection which are relevant to their instructional needs.

(0)__ (1)__ (2)__ (3)__ (4)__

23. Media center staff work with teaching staff on needed resource units or packages from the media collection for classroom or media center use either on a short or long term basis.

(0)__ (1)__ (2)__ (3)__ (4)__

24. A plan is provided whereby faculty members regularly review, evaluate and suggest possible new acquisitions.

(0)__ (1)__ (2)__ (3)__ (4)__

25. Classroom teachers are provided local production facilities.

(0)__ (1)__ (2)__ (3)__ (4)__

26. Media professionals assist classroom teachers in the design of instructional media.

(0)__ (1)__ (2)__ (3)__ (4)__

EVALUATIVE CRITERIA

MEDIA CENTER COMMENTS

27. Media center staff provide inservice education in the effective utilization of all types of media.

(0)__ (1)__ (2)__ (3)__ (4)__

28. Instructional equipment needed in classroom instruction is readily available and well maintained.

(0)__ (1)__ (2)__ (3)__ (4)__

29. Well selected professional volumes and journals are provided for faculty use.

(0)__ (1)__ (2)__ (3)__ (4)__

30. Use of the media center and its services is predicated on the needs of students and teachers rather than inflexible time schedules.

(0)__ (1)__ (2)__ (3)__ (4)__

31. The media center staff has the desire and ability to work with and relate well to students and faculty.

(0)__ (1)__ (2)__ (3)__ (4)__

EVALUATIVE CRITERIA

MEDIA CENTER COMMENTS

32. The media staff possesses the ability to critically select and evaluate print and non-print materials, equipment, and media programs.

(0)__ (1)__ (2)__ (3)__ (4)__

33. The media staff is alert to new developments in both curricular areas and media center program development.

(0)__ (1)__ (2)__ (3)__ (4)__

34. The media staff should be a member of all curriculum related groups in the school.

(0)__ (1)__ (2)__ (3)__ (4)__

35. The media center director should have a professional background in teaching, library science, audiovisual, instructional design, etc.

(0)__ (1)__ (2)__ (3)__ (4)__

36. The media center should provide areas for instruction of individuals, small groups, and class-size groups.

(0)__ (1)__ (2)__ (3)__ (4)__

37. The media center should have an area in which students and faculty members can design and construct instructional materials.

(0)__ (1)__ (2)__ (3)__ (4)__

EVALUATIVE CRITERIA

MEDIA CENTER | COMMENTS

38. The media center should be kept in good physical repair.

(0)__ (1)__ (2)__ (3)__ (4)__

39. The media center should have physically comfortable furnishings.

(0)__ (1)__ (2)__ (3)__ (4)__

40. The media center should be arranged in a way that insures efficient and profitable educational use.

(0)__ (1)__ (2)__ (3)__ (4)__

41. The media center should be arranged in a way that permits the implementation of a wide variety of activities.

(0)__ (1)__ (2)__ (3)__ (4)__

42. The media center should provide an area for administration of the program including office and storage areas.

(0)__ (1)__ (2)__ (3)__ (4)__

43. The media center director prepares and executes the budget for the media program.

(0)__ (1)__ (2)__ (3)__ (4)__

EVALUATIVE CRITERIA

MEDIA CENTER	COMMENTS
44. The media center director submits, on an annual basis, a media program progress report to the local Board of Education (usually as part of the budget request and justification). (0)__ (1)__ (2)__ (3)__ (4)__	
45. An established budget provides for the continuous development of the media center program. (0)__ (1)__ (2)__ (3)__ (4)__	
(0)__ (1)__ (2)__ (3)__ (4)__	
(0)__ (1)__ (2)__ (3)__ (4)__	

SCHOOL-COMMUNITY

SCHOOL-COMMUNITY
(20 Items)

It will be necessary for the middle school personnel to inform the community and to receive pertinent information from the community about the middle school. This particular section does not provide the actual surveys but does provide the direction for obtaining that information. School Board members, central office personnel, middle school administration, teachers, and community people should be involved in this evaluation. Comments need not be limited to the space provided.

EVALUATIVE CRITERIA

SCHOOL-COMMUNITY COMMENTS

1. A large map of the school district, in book form, is available and all relevant middle school data entered as it is secured and as it relates to the community.

   (0)__ (1)__ (2)__ (3)__ (4)__

2. Findings of the financial ability of the community to pay for educational benefits are available.

   (0)__ (1)__ (2)__ (3)__ (4)__

3. A survey is made to see what information the school needs from the parents and how best to obtain it.

   (0)__ (1)__ (2)__ (3)__ (4)__

4. The racial and lingual status of the parents is studied for any effect it may have on the students' success in school.

   (0)__ (1)__ (2)__ (3)__ (4)__

5. The health, safety and moral hazards of the community are known and located.

   (0)__ (1)__ (2)__ (3)__ (4)__

EVALUATIVE CRITERIA

SCHOOL-COMMUNITY	COMMENTS
6. The recreational opportunities, facilities and pursuits of the adults and children of the community are surveyed and updated regularly. (0)__ (1)__ (2)__ (3)__ (4)__	
7. The school seeks to be informed concerning any sub-community conflicts. (0)__ (1)__ (2)__ (3)__ (4)__	
8. The types of homes or living quarters of the students are known. (0)__ (1)__ (2)__ (3)__ (4)__	
9. Up-to-date data are available for the staff to use to describe the composition of the student population as a whole and indicate their educational needs. (0)__ (1)__ (2)__ (3)__ (4)__	
10. Up-to-date data are available for the staff to use to describe the various school groupings and determine their educational needs. (0)__ (1)__ (2)__ (3)__ (4)__	

EVALUATIVE CRITERIA

SCHOOL-COMMUNITY COMMENTS

11. Up-to-date information about the occupational pursuits of the adults in the school community is kept current and is used in the development of the curriculum.

(0)__ (1)__ (2)__ (3)__ (4)__

12. Significant findings related to the education of adults in the school-community are used in the development of the curriculum.

(0)__ (1)__ (2)__ (3)__ (4)__

13. The educational expectations of the parents are known to the teachers.

(0)__ (1)__ (2)__ (3)__ (4)__

14. A survey of the community is made to find out what services are available which may be used to facilitate or enrich the educational program.

(0)__ (1)__ (2)__ (3)__ (4)__

15. The school cooperates to extend its services as an integral part of the community.

(0)__ (1)__ (2)__ (3)__ (4)__

EVALATIVE CRITERIA

SCHOOL-COMMUNITY COMMENTS

16. Up-to-date data are available for the staff to use to describe, diagnose, and plan for each student.

(0)__ (1)__ (2)__ (3)__ (4)__

17. A policy of follow-up on withdrawals furnishes data that are used in evaluating, modifying and planning the curriculum offerings and administering the schools.

(0)__ (1)__ (2)__ (3)__ (4)__

18. A policy of follow-up on students who have gone to senior high school furnished data that are used in planning and revising the curriculum offerings and administering the schools.

(0)__ (1)__ (2)__ (3)__ (4)__

19. Administrative provision is made to secure and service the data without encroaching on the teaching time of the teachers.

(0)__ (1)__ (2)__ (3)__ (4)__

20. A survey is made to find out what information about the school the parents want and how best to supply it and how to utilize feedback from parents.

(0)__ (1)__ (2)__ (3)__ (4)__

SCHOOL PLANT

SCHOOL PLANT
(28 Items)

Many middle schools which are initiated in hand-me-down high schools or elementary schools usually do not meet the needs of the early adolescent. School plants which are not necessarily built for the early adolescent will involve some serious constraints for the middle school program. It is just as important to provide adequate housing for the middle school student as it is for the elementary student and high school student. This section of the instrument identifies certain considerations for a middle school plant. School district-wide personnel, community people, school board members, students, and the middle school personnel should be involved in the evaluation of the school plant. Comments need not be limited to the space provided.

EVALUATIVE CRITERIA

SCHOOL PLANT	COMMENTS
1. The school plant is built to provide for the future growth of the community. (0)__ (1)__ (2)__ (3)__ (4)__	
2. The plant was constructed or modified only after obtaining the best professional advice available from administrators, teachers, and consultants. (0)__ (1)__ (2)__ (3)__ (4)__	
3. Plant facilities are designed to promote utilization for community activities. (0)__ (1)__ (2)__ (3)__ (4)__	
4. Parking areas are provided for the teachers and the general public. (0)__ (1)__ (2)__ (3)__ (4)__	
5. The design of the building facilitates the efficient movement of students. (0)__ (1)__ (2)__ (3)__ (4)__	
6. Each area for instruction is of such size and design as to meet the needs of the instructional program allotted to that area. (0)__ (1)__ (2)__ (3)__ (4)__	

EVALUATIVE CRITERIA

SCHOOL PLANT COMMENTS

7. The building is equipped with safeguards for the protection and rapid evacuation of all students and other personnel.

   (0)__ (1)__ (2)__ (3)__ (4)__

8. The grounds are landscaped, clean, and attractive.

   (0)__ (1)__ (2)__ (3)__ (4)__

9. The sanitary and safety facilities of the plant are planned to permit practices which help prevent disease.

   (0)__ (1)__ (2)__ (3)__ (4)__

10. All areas used for instructional purposes are lighted, heated, and ventilated to meet accepted state standards for the activity.

    (0)__ (1)__ (2)__ (3)__ (4)__

11. All instructional service areas are designed, arranged, decorated, and acoustically treated to provide a harmonious and pleasant atmosphere conducive to effective learning.

    (0)__ (1)__ (2)__ (3)__ (4)__

12. Facilities are provided for personal belongings of all students.

    (0)__ (1)__ (2)__ (3)__ (4)__

EVALUATIVE CRITERIA

SCHOOL PLANT | COMMENTS

13. Sanitary restroom facilities are provided in convenient parts of the building.

(0)__ (1)__ (2)__ (3)__ (4)__

14. Work spaces, conference rooms and lounges are provided for teachers.

(0)__ (1)__ (2)__ (3)__ (4)__

15. A cumulative inventory of equipment and supplies is kept for each instructional and service area.

(0)__ (1)__ (2)__ (3)__ (4)__

16. The plant, equipment, and facilities are maintained in such a way as to get efficient use of them.

(0)__ (1)__ (2)__ (3)__ (4)__

17. Facilities and equipment are replaced when they are no longer educationally useful.

(0)__ (1)__ (2)__ (3)__ (4)__

18. Public address facilities are provided.

(0)__ (1)__ (2)__ (3)__ (4)__

EVALUATIVE CRITERIA

SCHOOL PLANT COMMENTS

19. The school plant is built to provide for possible future curricular offerings.

(0)__ (1)__ (2)__ (3)__ (4)__

20. The classrooms have facilities for carrying on an innovative program of education.

(0)__ (1)__ (2)__ (3)__ (4)__

21. The school plant is built so as to meet adequately the students' needs arising from the students' characteristics.

(0)__ (1)__ (2)__ (3)__ (4)__

22. The site is located in an area adequate to the needs of the school program.

(0)__ (1)__ (2)__ (3)__ (4)__

23. The site is large enough to provide for most outdoor exploratory programs.

(0)__ (1)__ (2)__ (3)__ (4)__

24. The administration offices are conveniently located.

(0)__ (1)__ (2)__ (3)__ (4)__

EVALUATIVE CRITERIA

SCHOOL PLANT COMMENTS

25. The school plant is such that philosophy and objectives of the middle school may be implemented.

(0)__ (1)__ (2)__ (3)__ (4)__

26. The design of the school plant provides for present and future flexibility as the educational program changes.

(0)__ (1)__ (2)__ (3)__ (4)__

27. Storage space is provided for pupils and teachers in each instructional area.

(0)__ (1)__ (2)__ (3)__ (4)__

28. The school plant is attractively decorated and arranged to provide a cheerful working place for teachers and students, one that they may be proud of.

(0)__ (1)__ (2)__ (3)__ (4)__

(0)__ (1)__ (2)__ (3)__ (4)__

SCHOOL STAFF

SCHOOL STAFF
(27 Items)

A review of literature suggests that middle school administrators and staff need different preparation to operate effectively in a middle school. This section will provide guidelines to these personnel to help identify areas of concern so that improvement can be made through inservice, workshops, course work and on-the-job training. Students, colleagues, and the middle school administration should be involved in the evaluation of the school staff. Self evaluation is also strongly encouraged. Comments need not be limited to the space provided.

EVALUATIVE CRITERIA

SCHOOL STAFF COMMENTS

1. The instructional staff of the school is organized and oriented to meet the instructional needs of the school as expressed in the philosophy and objectives.

   (0)__ (1)__ (2)__ (3)__ (4)__

2. The instructional staff of the middle school is chiefly responsible for guiding students in their learning.

   (0)__ (1)__ (2)__ (3)__ (4)__

3. The staff actively participates in instructional improvement activities.

   (0)__ (1)__ (2)__ (3)__ (4)__

4. The staff actively participates in the planning for in-service opportunities.

   (0)__ (1)__ (2)__ (3)__ (4)__

5. The staff participates in planning and utilizes self-evaluation instruments for improvement.

   (0)__ (1)__ (2)__ (3)__ (4)__

6. The staff takes an active part in scheduling procedures.

   (0)__ (1)__ (2)__ (3)__ (4)__

EVALUATIVE CRITERIA

SCHOOL STAFF	COMMENTS
7. The instructional staff fosters a teaching-learning environment in which the educational program can continually improve. (0)__ (1)__ (2)__ (3)__ (4)__	
8. The staff members made recommendations to the administration concerning prospective candidates for middle school teaching. (0)__ (1)__ (2)__ (3)__ (4)__	
9. The staff members help new teachers to begin and continue their work with confidence. (0)__ (1)__ (2)__ (3)__ (4)__	
10. The staff members seek ways of promoting, through school activities, the human worth and dignity of the individual. (0)__ (1)__ (2)__ (3)__ (4)__	
11. The staff members work to develop flexibility in attitudes toward change relating to curricular and instructional techniques. (0)__ (1)__ (2)__ (3)__ (4)__	

EVALUATIVE CRITERIA

SCHOOL STAFF COMMENTS

12. The staff members, in general, are willing to accept teaching styles of colleagues which differ from their own.

(0)__ (1)__ (2)__ (3)__ (4)__

13. Members of the instructional staff are professionally energetic, socially well-adjusted, and serve as desirable models for students as evidenced by their instruction, actions, and attitudes.

(0)__ (1)__ (2)__ (3)__ (4)__

14. Members of the instructional staff have broad general knowledge and acquaintanceship with the behavior and needs of early adolescents.

(0)__ (1)__ (2)__ (3)__ (4)__

15. The staff members enjoy working with the early adolescent.

(0)__ (1)__ (2)__ (3)__ (4)__

16. The staff personnel show evidence of keeping knowledgeable in most phases of education at the middle school level.

(0)__ (1)__ (2)__ (3)__ (4)__

EVALUATIVE CRITERIA

SCHOOL STAFF COMMENTS

17. The staff members are guidance-oriented in working with students.

(0)__ (1)__ (2)__ (3)__ (4)__

18. The staff members are continuously searching for new teaching materials.

(0)__ (1)__ (2)__ (3)__ (4)__

19. The staff members' conceptions of the middle school are more defined in terms of its own characteristics rather than in terms of characteristics borrowed from the elementary, junior high or senior high school.

(0)__ (1)__ (2)__ (3)__ (4)__

20. The staff members possess special competencies that contribute to the cooperative efforts required to satisfy the needs of all the students.

(0)__ (1)__ (2)__ (3)__ (4)__

21. The staff reveals evidence of professional growth through inservice training, workshops, travel, course work and committee involvement.

(0)__ (1)__ (2)__ (3)__ (4)__

EVALUATIVE CRITERIA

SCHOOL STAFF COMMENTS

22. The staff works with colleges and universities and other agencies to develop and/or improve middle school instruction and curriculum.

(0)__ (1)__ (2)__ (3)__ (4)__

23. The staff gives attention to the maintenance of a safe, healthy and attractive building.

(0)__ (1)__ (2)__ (3)__ (4)__

24. The instructional staff utilizes community resources such as special speakers or visitations with the community.

(0)__ (1)__ (2)__ (3)__ (4)__

25. The staff of the school works with parents and other organizations to improve the service the school renders to citizens in the community.

(0)__ (1)__ (2)__ (3)__ (4)__

26. Staff members made a conscious effort to improve community/ school relations.

(0)__ (1)__ (2)__ (3)__ (4)__

EVALUATIVE CRITERIA

SCHOOL STAFF	COMMENTS
27. The staff respects the individual differences of the students and works to help each student develop to his fullest potential. (0)__ (1)__ (2)__ (3)__ (4)__	
(0)__ (1)__ (2)__ (3)__ (4)__	
(0)__ (1)__ (2)__ (3)__ (4)__	

INSTRUCTIONAL AREAS

INSTRUCTIONAL AREAS
(31 Items)

Techniques such as continuous progress, nongradedness, interdisciplinary teaming, small-group discussion, independent study, large group instruction, flexible scheduling, use of teacher aides, and technological aids are characteristic of middle school education. Matching techniques to the learning styles of students is extremely important but the focus, and key, to effective learning must sill be on the individual student and his/her progress in the content areas. This section should have the involvement of the middle school administration, middle school staff, students and community people. Comments need not be limited to the space provided.

EVALUATIVE CRITERIA

INSTRUCTIONAL AREAS	COMMENTS
1. The content and instructional activities in this subject area are based on the philosophy and objectives of the middle school. (0)__ (1)__ (2)__ (3)__ (4)__	
2. The content and instructional activities articulate the learning experiences of the middle school with those of the elementary and high school. (0)__ (1)__ (2)__ (3)__ (4)__	
3. The subject area is organized so that the ratio between students and teachers in a given area is conducive to learning. (0)__ (1)__ (2)__ (3)__ (4)__	
4. The content and instructional activities are based on an analysis of the educational needs of early adolescents. (0)__ (1)__ (2)__ (3)__ (4)__	
5. The content and instructional activities contribute to a balanced program of general education for each student. (0)__ (1)__ (2)__ (3)__ (4)__	

EVALUATIVE CRITERIA

INSTRUCTIONAL AREAS	COMMENTS
6. The subject area provides the student with opportunities for exploration within the subject area. (0)__ (1)__ (2)__ (3)__ (4)__	
7. The subject area provides opportunities for specialization in areas of interest or ability. (0)__ (1)__ (2)__ (3)__ (4)__	
8. The subject materials are flexible enough to meet the changing needs of students. (0)__ (1)__ (2)__ (3)__ (4)__	
9. Recently adopted basic and supplementary texts are being utilized. (0)__ (1)__ (2)__ (3)__ (4)__	
10. Reference materials, books, magazines, and newspapers are being utilized. (0)__ (1)__ (2)__ (3)__ (4)__	
11. Visual aids are being used to provide motivation, instruction and appreciation. (0)__ (1)__ (2)__ (3)__ (4)__	

EVALUATIVE CRITERIA

INSTRUCTIONAL AREAS COMMENTS

12. Ample equipment needs are provided for the instructional area.

(0)__ (1)__ (2)__ (3)__ (4)__

13. The teacher assumes direction and leadership by being helpful, understanding, approachable, and sympathetic in relationship with students but does not dominate.

(0)__ (1)__ (2)__ (3)__ (4)__

14. The teacher is released from non-professional duties through the aid of paraprofessionals.

(0)__ (1)__ (2)__ (3)__ (4)__

15. The teacher makes use of independent study, one-to-one, small group and large group modes for various teaching-learning activities.

(0)__ (1)__ (2)__ (3)__ (4)__

16. The teacher is cognizant of various learning styles and provides a variety of instructional activities to meet these differences.

(0)__ (1)__ (2)__ (3)__ (4)__

EVALUATIVE CRITERIA

INSTRUCTIONAL AREAS COMMENTS

17. The subject area provides for evaluation of student achievement in accordance with each individual's aptitudes and abilities so that re-teaching techniques are based upon prognostic evaluation.

(0)__ (1)__ (2)__ (3)__ (4)__

18. The subject area is analyzed in an effort to determine why students do not succeed in some areas.

(0)__ (1)__ (2)__ (3)__ (4)__

19. The subject area is examined in order to determine what contribution this area makes to the total education of the students.

(0)__ (1)__ (2)__ (3)__ (4)__

20. The results of evaluation are used to reveal individual strengths and to identify areas for improvement.

(0)__ (1)__ (2)__ (3)__ (4)__

21. The students have input in setting subject area goals and objectives.

(0)__ (1)__ (2)__ (3)__ (4)__

EVALUATIVE CRITERIA

INSTRUCTIONAL AREAS COMMENTS

22. Provisions are made for the individual ability differences among students.

(0)__ (1)__ (2)__ (3)__ (4)__

23. The classroom is equipped with appropriate furniture consistent with the needs for particular subjects.

(0)__ (1)__ (2)__ (3)__ (4)__

24. Career education opportunities are discussed within each instructional area.

(0)__ (1)__ (2)__ (3)__ (4)__

25. Class time is provided for improving individual skills, and for acquiring new ones through problems, projects, and units.

(0)__ (1)__ (2)__ (3)__ (4)__

26. Students are encouraged to seek guidance and direction in the solution to their subject area problems.

(0)__ (1)__ (2)__ (3)__ (4)__

27. The learning situation encourages and involves critical thinking.

(0)__ (1)__ (2)__ (3)__ (4)__

EVALUATIVE CRITERIA

INSTRUCTIONAL AREAS	COMMENTS
28. Students are motivated to find needed resource materials both to prepare assignments and to satisfy intellectual curiosity. (0)__ (1)__ (2)__ (3)__ (4)__	
29. Special projects, such as community field trips, are cooperatively planned by the teacher and students. (0)__ (1)__ (2)__ (3)__ (4)__	
30. Students are encouraged to participate in co-curricular activities which complement their subject area special skills. (0)__ (1)__ (2)__ (3)__ (4)__	
31. Students have an opportunity to evaluate their individual growth toward their own goals. (0)__ (1)__ (2)__ (3)__ (4)__	
(0)__ (1)__ (2)__ (3)__ (4)__	
(0)__ (1)__ (2)__ (3)__ (4)__	